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Teaching

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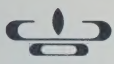
Teaching in the Elementary and
Secondary Schools of Ontario
Teacher Education Branch
Ontario Department of Education
1968



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Since knowledge and technology are constantly changing, it is not existing knowledge that is important, but adaptability, a curiosity about knowledge, knowing where it can be found and how it can be used in various changing circumstances.
Sir Ronald Gould

In a society committed to change, education of the individual must provide the key to viability. Moreover, changes may be introduced without violation of the democratic rights and privileges to which we are committed, if the citizens have the ability to make decisions based on a familiarity with and an understanding of recently discovered knowledge and current economic, social and political conditions.

Of great significance is the growth of scientific knowledge and the impact of technological development on our economic and social structure. In the classroom, modern media of communication, such as audio-visual and electronic teaching aids, television, film and recording devices, have revolutionized methods of instruction.

Hunger for knowledge is due to a complex combination of reasons that is international in scope and the success in finding a formula to appease this urge for learning threatens to become a requisite for national survival. Nations are allocating a substantial portion of the revenue obtained from their gross national product to push back the horizons of knowledge, and recognized leaders of the crusade for the new 'Age of Enlightenment' are held in high honour and esteem.

The growing recognition of the importance of education, the emergence of new programs of study ministering to the wide interests and talents of our heterogeneous student population, and the rapid increase in school enrolments have combined to create a great demand for teachers with specialized knowledge.

Today, teaching enjoys prestige and status. A thorough examination of the opportunities for recognition and personal satisfaction, security, financial rewards, working conditions and fringe benefits indicates that few professions offer more attractive opportunities for a dignified, rewarding and creative career.

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The teacher's basic responsibility is the instruction in specified subjects of the curriculum. The most important aspect of his work by far, however, is the indefinable but nevertheless very real influence he exercises through his personality and the medium of his subject field, in establishing wholesome, moral, cultural and social values.

At any stage of their development, young people require individual attention, sympathetic understanding and the opportunity to have access to an educational program that takes into consideration their abilities, their interests and their personal aspirations.

Just as the nature of the foundation of a structure determines to a considerable extent the characteristics of the building that may be erected upon it, so the training a child receives in elementary schools exerts a vital influence on his chances of success in the subsequent years of his education. During these formative years a child should develop sound habits of learning and a sense of academic curiosity that will motivate him to continue his education throughout life. Because elementary school pupils are so impressionable and receptive to new ideas, it is of the utmost importance that their teachers be well trained and highly qualified. With the introduction of new courses and the closer co-operation between elementary and secondary schools resulting from the integration of our educational system, the emphasis on quality becomes increasingly important.

During the secondary school years, adolescents are required to make vital decisions regarding preparation for the vocations and professions which will be their consuming interests throughout their adult lives. In order that each individual may realize his full potential, it is essential that sound guidance and leadership be provided.

The good teacher leads pupils to form their own conclusions by training them to think, to evaluate and to judge. He challenges them to seek and stimulates them to find the source of information. He knows how to arouse their curiosity, foster their capacity for learning and for growth and instil in them a respect for work.

In addition to his instructional duties, the teacher is called upon to participate in extra-curricular activities and to assume some administrative duties necessary for the smooth operation of the school. He discusses pupil progress with parents, works in close co-operation with principals and supervisors and attends professional meetings. The life of a teacher is a busy one, in spite of the short classroom day. Lesson preparation and keeping abreast of the latest developments in educational research and modern pedagogic techniques demand a considerable part of his time.

There are few professions, however, that offer greater satisfaction in the knowledge of a job well done. Moreover, there is little to equal the thrill of witnessing the light of understanding that is kindled in the eyes of a student who has made a new discovery.

I touch the face of humanity each day in my classrooms, for I teach the ambitious and the indolent, the brilliant and the slow, the mature and the immature. I gaze at a quiet classroom, heads bent, minds intent on the lesson . . . I catch the enthusiasm of the eager search of a bright-eyed young scholar for an answer to his question . . . I study the prospective drop-out, the disinterested clock-watcher, the bitter delinquent, master of wise-cracks and rebellion. I contemplate the endless quest of my young philosophers in their determination to know the core of life. I listen to a sixteen-year-old lay her soul bare before me in a few moments of counselling. These daily teaching scenes emphasize that no human endeavour requires more wisdom, more humility, more labour and more dedication than teaching. Teaching is my profession, my way of life, my opportunity to live richly and deeply, my fulfilment of that which is useful, beautiful and true.
Lawana Trout

They are happy men whose natures sort with their vocations.
Bacon

It is difficult to reduce the art of skilful teaching to a formula and few people will agree on all the characteristics that the good teacher must possess. Most will concede, however, that our best teachers combine at least some of the following qualities, techniques and abilities.

Personal
–Intellectual curiosity and a fondness for study;
–the ability to motivate students, to kindle their curiosity and foster an urge for further study;
–flexibility, imagination and resourcefulness;
–good physical and mental health;
–a genuine interest in young people;
–high ideals and good moral character;
–a sense of humour;
–an enthusiastic and cheerful disposition;
–a sense of justice, fairness and impartiality;
–self-control;
–ability to accept criticism and profit from it;
–administrative and organizational ability;
–a sense of responsibility.

Academic and professional
–Current, authoritative knowledge in at least one field of subject matter in the curriculum;
–a mastery of contemporary, effective teaching methods and modern pedagogic theories.

Few teachers possess all the qualities mentioned above during the initial stages of their teaching careers. As a result of experience and continued study in their professional field, many teachers do achieve distinction in their chosen profession.

It is important to note that our concept of the role of the teacher is changing. We no longer visualize him 'as a fountain of wisdom, but as a remover of roadblocks. He removes himself to the sidelines. Here he becomes a goad as the process of education moves from the antiquity of memorized learning to the modernity of intellectual enquiry . . . It is better for the student to learn a small amount through his own activity than a great deal through the activity of the teacher'.*

Thus, the most important function of the modern teacher is to foster discovery through enquiry and to inculcate habits conducive to satisfying intellectual curiosity.

*B. Frank Brown
The Nongraded High School

Admission requirements

The academic requirement in September 1968 for admission to the One–year Course leading to an Interim Elementary–School Teacher's Certificate is standing in Grade 13 English and five additional credits (in the case of the Sudbury Teachers' College and the University of Ottawa Teachers' College, applicants will require Grade 13 English and *français,* and three additional credits) or a degree approved by the Minister from a university in the Commonwealth.

For admission to a Teachers' College, History, Physics, Chemistry, Algebra (old course), Geometry, Trigonometry and Statics, Biology, Botany, Zoology, Accountancy Practice, Secretarial Practice, Mathematics of Investment, Music, Geography, Art and Home Economics will each count as one credit; the languages will each count as two credits; Introduction to Analysis (Mathematics A) will count as two credits; Algebra (Mathematics B) will count as two credits; a combination of Introduction to Analysis (Mathematics A) and Algebra (Mathematics B), however, will count as three credits only.

An applicant may not claim more than two credits for his standing in any one language; more than three credits for his standing in Mathematics; or more than two credits for any combination of Biology, Botany, and Zoology.

In lieu of the Grade 13 standing outlined above, an applicant may forward evidence of successful completion of any one of the following:

1. the Preliminary Year at the University of Windsor, including English 5;
2. the Qualifying Year at Carleton University, including English 10;
3. the Pre-University Year at the University of Ottawa, including English 0402 and 0422; (or, for admission to the Sudbury Teachers' College and the University of Ottawa Teachers' College, if English 0402 and 0422, or *Anglais* 0422, and *français* 0412 and 0432 are included);
4. the Preliminary Year at the Laurentian University of Sudbury, including English 1, or English 2 and 3; (or, for admission to the Sudbury Teachers' College and the University of Ottawa Teachers' College, if English 1, or English 2 and 3, and *français* 1 or *français* 2 and 3 are included);
5. the Preliminary Year at Waterloo University College of Waterloo Lutheran University, including English 10;
6. the Preliminary Year of the affiliated colleges of the University of Western Ontario, including English;
7. the Two–year Course in Pre–School Education at the Ryerson Polytechnical Institute;
8. the Two–year Course in Home Economics (Teachers' College Option) at the Ryerson Polytechnical Institute or an approved similar course at a College of Applied Arts and Technology. (The Teachers' College Course for applicants admitted under (8) will be offered at Toronto only).
9. the Four–year Course in Art at the Ontario College of Art.

For admission to the Two–year Course at the Sudbury and University of Ottawa Teachers' Colleges leading to an Interim Elementary School Teacher's Certificate, an applicant must hold the Secondary School Graduation Diploma of the Five–year Program in one of the Branches or of the General Course with at least four options, one of which shall be *français.*

War service credit

Special provisions are made for admission to the One–year Course at a Teachers' College of persons with service in the Forces during the Second World War. Ex-servicemen and ex-servicewomen who wish to attend a Teachers' College and who hold at least Grade 12 standing are advised to write to the Registrar of the Department of Education, 44 Eglinton Avenue West,

Toronto 12, stating the secondary school standing held and making clear the nature and duration of their war service.

Tuberculin test, X-ray

Before final admission to the course, an applicant must establish proof of freedom from active tuberculosis. Arrangements for a tuberculin test, and an x-ray if necessary, will be made at the Teachers' College during the opening days of the course.

Other requirements

An applicant for admission to a Teachers' College must submit evidence that he is a Canadian citizen or a 'landed immigrant'.

An applicant is also required to forward 1. a birth certificate or a baptismal certificate, and 2. a certificate from a clergyman or other competent authority that the applicant is of good moral character.

Each applicant for admission to a Teachers' College must be interviewed by a representative or by representatives of a Teachers' College Committee of Selection. Individual interviews will be arranged, through the offices of the principals of the secondary schools, during the last three or four months of the school year. Applicants not in attendance at a secondary school should write to the Teachers' College of their district, as early as possible in the calendar year, regarding arrangements for an interview.

Applicants educated outside Ontario should write to the Registrar, Department of Education, 44 Eglinton Avenue West, Toronto 12, enclosing evidence of educational standing.

Application for admission

An application form for admission to a Teachers' College may be obtained from the Principal of a Teachers' College after March 1. The completed application form should be returned to the Principal concerned, before July 25, with certificates of birth, character, and academic standing.

An admission card will be sent to each applicant who meets satisfactorily the requirements outlined in the official application form. The card should be taken by the applicant to the Teachers' College when he reports on opening day.

Location of the Teachers' Colleges
Ontario is divided into eleven districts served by Teachers' Colleges in Hamilton, London, New Toronto (Lakeshore), North Bay, Ottawa, Peterborough, Port Arthur (Lakehead), St. Catharines, Stratford, Toronto and Windsor. In addition, the Sudbury Teachers' College and the University of Ottawa Teachers' College provide for the education of teachers for elementary-school classrooms attended by French-speaking pupils where both English and French are used as languages of instruction in various subjects of the courses of study. Applicants are assigned to the Teachers' College in their own district in order that the enrolment may be distributed fairly among the Colleges. The addresses of the Teachers' Colleges are as follows:
Hamilton Teachers' College
King Street West, Hamilton

Lakehead Teachers' College, Oliver Road
Postal Address: P.O. Box 1197, Port Arthur

Lakeshore Teachers' College
3199 Lake Shore Blvd. West, Toronto 14

London Teachers' College
Western Road, London

North Bay Teachers' College
168 First Avenue West
Postal Address: P.O. Box 270, North Bay

Ottawa Teachers' College
195 Elgin Street, Ottawa

Peterborough Teachers' College
100 Benson Avenue, Peterborough

St. Catharines Teachers' College
Brock University, 390 Glenridge Avenue
St. Catharines

Stratford Teachers' College
Water Street, Stratford

Sudbury Teachers' College
Room A211, Laurentian University
Ramsey Lake Road, Sudbury

Toronto Teachers' College
951 Carlaw Avenue, Toronto 6

University of Ottawa Teachers' College
115 Wilbrod Street, Ottawa

Windsor Teachers' College
600 Third Concession Road, Windsor

Courses and certificates
The basic One-year Course offered at all Teachers' Colleges and the Two-year Course offered at the Sudbury and Ottawa Teachers' Colleges only lead to Interim Elementary-School Teachers' Certificates, Standard 1, Standard 2, Standard 3 or Standard 4, depending upon the academic qualifications of the candidates. It should be noted, however, that the courses offered at the Sudbury Teachers' College and the University of Ottawa Teachers' College prepare students to teach in elementary school classrooms attended by French-speaking pupils where both English and French are used as languages of instruction in various subjects of the courses of study.

The requirements for Elementary School Teachers' Certificates Standards 1 to 4 are as follows:
Standard 1 Certificate
Graduation from an Ontario Teachers' College course other than the Experimental Courses and the Primary School Specialist Certificate Course.

Standard 2 Certificate
Standard 1 Certificate or equivalent;
Credit in five approved university subjects beyond Grade 13 for each of which, to a

maximum of five, successful completion of a five-week Ontario Departmental summer session may be substituted.

Standard 3 Certificate
Standard 1 Certificate or equivalent;
Credit in ten approved university subjects beyond Grade 13 for each of which, to a maximum of five, successful completion of a five-week Ontario Departmental summer session may be substituted.

Standard 4 Certificate
Standard 1 Certificate or equivalent;
B.A. or B.Sc. degree from an Ontario university or a degree which the Department of Education deems equivalent thereto.

All interim certificates are valid for teaching for five years in the public and separate schools of Ontario.

A teacher who holds an interim certificate may be granted a permanent certificate under the following conditions:
1. two years of successful teaching experience, subsequent to the date of the interim certificate, in the schools and grades in which the certificate is valid;
2. recommendation for permanent certification by the area or municipal superintendent concerned;
3. Canadian Citizenship.

The holder of a Permanent Elementary School Teacher's Certificate, Standard 4, may, upon accepting a contract from a board to teach in the grades of a secondary school, be granted an Interim High School Assistant's Certificate, Type B.

In addition to the basic courses previously mentioned, specialized courses are offered at some Teachers' Colleges, provided sufficient numbers of candidates apply.

Primary School Specialist Certificate Course
Applicants who wish to specialize in the work of junior or senior kindergartens and Grades 1 and 2 may take the Primary School Specialist Certificate Course at Toronto, Hamilton, or Ottawa Teachers' College. Applicants for this course must hold:
1. an Elementary-School Teacher's Certificate or a university degree approved by the Department of Education;
2. proficiency at the piano satisfactory to the Master in Music at the Colleges concerned. (The approximate level of proficiency is comparable to that expected of a student who has completed Grade 8 at the Royal Conservatory of Music, Toronto.)

Courses for university graduates
Special courses for applicants with university degrees are offered at the Hamilton, Lakeshore, London, Ottawa and Toronto Teachers' Colleges.

Teaching French to English-speaking pupils
Teachers' Colleges at Hamilton, Lakehead, Lakeshore, London, North Bay, Ottawa, Toronto, and Windsor provide an optional course, in addition to the basic One-year Course, for applicants with at least second-class standing in Grade 13 French and a high level of proficiency in oral French. This course leads to a certificate as Teacher of French to English-Speaking Pupils in the Elementary Schools.

Vocal Music Course
Teachers' Colleges at Hamilton, Lakeshore, London, North Bay, Ottawa, Peterborough, Stratford, Toronto and Windsor provide an optional course, in addition to the basic One-year Course, leading to an Elementary Certificate in Vocal Music, Type B. Applicants for this option must hold standing in music at the level of Grade 8 Practical and Grade 2 Theory.

Intermediate Home Economics Certificate Course
Applicants who hold standing in the Two-year Course in Home Economics at the Ryerson Polytechnical Institute, or its equivalent, may take this option, in addition to the basic One-year Course, at the Toronto Teachers' College only.

For further information, applicants interested in any of the above courses should write to the Principal of the Teachers' College concerned or to the Teacher Education Branch, Department of Education, 44 Eglinton Avenue West, Toronto 12.

General program
The program at a Teachers' College falls naturally into two divisions:
1. the study of teaching methods accompanying related academic content, and
2. observation and practice teaching in the elementary schools of the province.

Courses at the College concern the following subject areas:
1. Educational Psychology, which includes child study, mental health and general methodology;
2. School Management, which poses a study of school law, school administration and supervision to make provision for implementation of meaningful pedagogical practices;
3. History and Philosophy of Education, which constitutes an intensive study in synthesis of those philosophies of education that should serve as guideposts to teacher and administrator;
4. Methods in English, Mathematics, Science, Social Studies, Art, Music and Physical and Health Education.

Student teachers are set to the task of teaching within two months of enrolment and, throughout the year, experience at least eight weeks of continuous practice teaching. The continuous teaching program allows student teachers, in partnership, to work under the guidance of well-qualified teachers in the elementary schools of the college district.

All Teachers' Colleges hold interesting extracurricular activities in the form of musical evenings, athletic functions, inter-college meets, excursions, formal and informal dances and parties.

To be a qualified secondary school teacher in Ontario, a person must have one of the following basic certificates:
1. a High School Assistant's Certificate,
2. a High School Vocational (or Occupational) Certificate, *or*
a Letter of Standing equivalent to one of the above–named certificates.

There are several variations of the basic certificates as well as many additional certificates that permit the holder to teach special subjects requiring specialized skills.

Teachers of academic subjects
A qualified teacher of academic subjects of a secondary school requires an approved degree from an accredited university and High School Assistant's Certificate.

This certificate is granted by the Minister of Education for Ontario upon successful completion of a teacher training course at an Ontario College of Education, subsequent to the acquisition of an approved, basic, university degree.

Basic academic certificates
Basic academic certificates are of two types:
1. Interim High School Assistant's Certificate, Type B, (for General Three-year Course graduates), *and*
2. Interim High School Assistant's Certificate, Type A, (for graduates with second class honours, or better, from certain designated honours courses, or for those candidates who can qualify in accordance with one of the programs listed in the Departmental Circular 649).

These certificates are valid for five years from date of issue and may be made permanent after two years of successful teaching on the interim certificates upon the recommendation of the area or municipal superintendent concerned that the standards set by the Department for the granting of the corresponding permanent certificates have been met.

Note
A teacher must be a Canadian citizen or British Subject before permanent certification may be granted.

The basic academic certificate entitles the holder to teach any 'academic' subject in a secondary school, from Grade 9 to Grade 13 inclusive.

The subjects classified as academic include the following: English, *français,* History, Geography, Modern Languages, Mathematics, Latin, Greek, Science, Economics, Geology, Political Science, Psychology and Sociology.

Teachers of vocational subjects
Teachers of Technical or Occupational subjects in the vocational classes of a secondary school must show evidence of at least Grade 12 standing (or standing which the Minister considers equivalent), and approved, practical, wage-earning experience in a skilled trade directly related to the specialized subject field.

Candidates for admission to the course offered at a College of Education, leading to a vocational certificate, are required to pass a skill test administered by the Vocational Department of the college.

Detailed information regarding minimum admission qualifications, available courses, professional experience required and course content is available from the following sources:
1. A pamphlet entitled *How Do I Qualify as a Vocational Teacher in Ontario?* by Professor A.W. Frizzell, The College of Education, Toronto;
2. Calendars of Althouse College of Education (London), and The College of Education (Toronto);
3. The Associate Registrar, Althouse College of Education, 1137 Western Road, London, and The Director of Vocational Teacher Education, The College of Education, 371 Bloor Street West, Toronto 5.

Basic vocational certificates
There are two basic vocational certificates available to candidates who complete successfully the Vocational Teacher Training Course at a College of Education in a specialized vocational field:
1. the Interim Vocational Certificate, Type B;
2. the Interim Vocational Certificate, Type A.

These certificates, like their academic counterparts, are valid for five years from date of issue and may be made permanent after two years of successful teaching on the interim certificates upon recommendation by the area or municipal superintendent concerned that the conditions for making the certificates permanent have been met.

Note
A teacher must be a Canadian citizen or British Subject before permanent certification may be granted.

The Vocational Certificates (Interim or Permanent) entitle the teacher to instruct in the vocational subjects in a secondary school, or in the practical subjects of the Occupational Course.

Teachers of special subjects
In addition to the basic academic and vocational certificates valid in secondary schools, supplementary certificates are required for the teaching of certain special subjects demanding specialized knowledge, training or experience.

Examples of such subjects are Art, Guidance, Home Economics, Industrial Arts, Music, and Occupational subjects.

Information regarding qualifications for these certificates is outlined in Regulation 101, Special Certificates, issued by the Department of Education, and available from the Publications Office of the Department of Education, 44 Eglinton Avenue West, Toronto 12.

Application for admission
An application form for admission to a College of Education may be obtained from the Registrar at the following College addresses:
The Associate Registrar
Althouse College of Education
The University of Western Ontario
1137 Western Road
London, Ontario

The Registrar
The College of Education
371 Bloor Street West
Toronto 5, Ontario

The Registrar
McArthur College of Education
Queen's University
Kingston, Ontario

Publications
1. *Circular 43,* issued annually by the Department of Education, available from the Publications Office, Department of Education, 44 Eglinton Avenue West, Toronto 12;
2. *How to Qualify as a Secondary School Teacher in Ontario* by Dr. H.O. Barrett, The College of Education, 371 Bloor Street West, Toronto 5;
3. Calendars of the Colleges of Education;
4. *Regulations, Secondary Schools, Department of Education* (available from the Publications Office, Department of Education, 44 Eglinton Avenue West, Toronto 12);
5. Department of Education *Circular 649*– Academic Requirements for Admission to Courses and Examinations at the Colleges of Education leading to the Interim High School Assistant's Certificate, Type A;
6. Department of Education *Circular 612*– Memorandum re Courses Leading to Permanent Teaching Certificates Valid in Ontario Secondary Schools;

Quebec

The teaching profession offers many attractive opportunities in addition to the challenges and rewards flowing from working with young, active minds in a constantly changing environment. The steadily rising demand for qualified teachers has compelled school boards to offer substantial inducements, in an effort to acquire their services.

Teachers accepting their initial appointment receive a probationary contract valid for two years, if renewed at the end of the first year. Experienced teachers may be offered only a one-year probationary contract. In both cases, if their services are retained after the probationary period has elapsed, teachers must be given a permanent contract, which assures security of tenure, provided that professional competence and ethics are maintained.

All teachers become members of the Ontario Teachers' Federation, which seeks to promote and advance the interests of teachers, to maintain the high standards of the profession and to secure conditions to make possible the best professional service.

Most boards of education have established salary schedules, in which teachers proceed by regular annual increments from a minimum to a maximum salary. Placement on the schedule is generally determined in accordance with academic and professional qualifications, experience and job responsibility.

There are abundant opportunities for promotion and growth for the teacher who is ambitious and alert. Academic and administrative posts within his own school system-Assistant and Associate Head of a Department, Head Master Teacher, Subject Co-ordinator, Vice-principal and Principal-all vie for the teacher's services with a variety of similar positions in other provincial jurisdictions.

In the matter of fringe benefits, few professions can match the favourable provisions made by school boards. Subsidized medical and hospital insurance schemes, in addition to generous, cumulative sick leave benefits and an excellent superannuation plan offer assurances of security during illness and retirement. The average working year is 200 days long and the extensive holidays during the Christmas and Easter seasons and the summer months provide opportunities for travel and further study.

Cost of training

No tuition fees are charged at Teachers' College. The cost of textbooks, notebooks, and supplies should not exceed $75 for the year. Students' organizations usually collect fees to defray the cost of extra-curricular activities, but the total for these purposes is not likely to exceed $12.

A student not residing in a centre where a Teachers' College is located will have the added expense of room and board.

For tuition fees in effect at a College of Education, applicants are referred to calendars of:

1. Althouse College, London
2. The College of Education, Toronto
3. McArthur College, Kingston

Financial assistance

A student planning to attend a Teachers' College or College of Education may apply for financial assistance under the Province of Ontario Student Awards Program. Full details concerning this program are available from the Awards Officer, Department of University affairs, Suite 700, 481 University Avenue, Toronto 2, or from the Principals of the Teachers' Colleges and Registrars of the Colleges of Education.

An Ontario Scholarship in the amount of $150 will be awarded to every student who obtains an average of at least 80 per cent in achieving seven credits at the Grade 13 examinations in June, 1968. Two of the credits must be in English or *français.* As the award is made automatically to all who achieve the necessary academic standing, no application is necessary.

A student receiving initial teacher training in a full year programme of a College of Education is awarded automatically a $500 bursary.

Salary

As individual school boards fix salary payments for schools under their jurisdiction, teachers' salaries vary from community to community. In the first year of teaching, salaries range from $4,800 to $6,500 depending on qualifications. Teachers with experience and improved qualifications can earn from $6,600 to $12,000 or more per annum.

Tenure

Security of tenure is assured by a contract between a teacher and a school board and, in most schools, progress to higher salaries is outlined by an agreed schedule of annual increases.All teachers become members of the Ontario Teachers' Federation which, among other objectives, seeks to promote and advance the interests of teachers and to secure conditions to make possible the best professional service.

Leave

School law protects teachers from loss of salary through illness for 20 school days in each year. Some school boards have cumulative sick-leave plans which protect teachers from loss during a longer period if they have not used up the sick-leave allowance in previous years. Teachers have vacation months in July and August and are on holiday leave for approximately one week at Christmas and one week at the close of the second term.

Professional development

The universities of the province offer teachers an opportunity to qualify for degrees through extramural study and attendance at summer school sessions. Promotion to a principal's position or to a supervisory post usually requires a degree, as does the position of a teacher in the secondary schools.

The Ontario Institute for Studies in Education offers, to teachers with acceptable degrees, programs leading to graduate

degrees of Master of Education, Doctor of Education, Master of Arts, and Doctor of Philosophy.

Summer courses are conducted by the Ontario Department of Education for the preparation of teachers of certain subjects or classes. These courses do not lead to degrees, but they are sometimes recognized by school boards by salary increases or by special appointment or promotion. Many of the courses offer specialist standing in various subjects of the elementary-school program. Summer courses are usually offered in the following fields:

Art
Audio-Visual Aids
Auxiliary Education
Elementary-School Teacher Librarians
Grade 13 Subjects
Guidance
Intermediate Education
Junior Education
Industrial Arts
Language Arts
Mathematics, Primary, Junior and Intermediate Divisions
Music
Physical and Health Education
Primary Methods
Teaching French to English-speaking pupils in Elementary Schools

Colleges of Education conduct summer courses for the upgrading of teacher qualifications.

Publications describing summer course study for both elementary and secondary school teachers are available from the Teacher Education Branch, 44 Eglinton Avenue West, Toronto 12.

Superannuation

Every public or separate school teacher in Ontario pays 6 per cent of his salary into a superannuation fund which also receives contributions from the Government of Ontario. Money paid into the fund by a teacher is returned to him if he leaves teaching before being superannuated. Full pensions are granted to teachers who complete forty years of service at any age, or who have taught thirty-five years and have reached the age of sixty-two years. Pensions of lesser amount are payable to teachers with from thirty to thirty-five years of teaching experience, and also to teachers of at least sixty-two years of age who have twenty-five years of teaching experience, provided that five of these years have been taught after the age of fifty-five. The amount of the annual pension depends on the number of years of contribution and on the average salary of the best seven years.